

Upton Westlea Primary and Nursery School

Behaviour Policy



Approved by staff: September 2025

Signed: K Carruthers

Approved by Governors:

Signed: pp L Dalton

Review Date: September 2027

Policy Statement

Upton Westlea Primary School is committed to creating an environment where positive behaviour is at the heart of productive learning with our core rules of 'Be Ready', 'Be Safe' and 'Be Respectful'. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline, working towards self-regulation. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct that support staff and learners.

Aim of this policy

- To create a culture of exceptionally good behaviour: for learning, for community life.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To support learners through episodes of poor conduct.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, respect, care, good humour, good citizenship and empathy for others.
- To promote community cohesion through improved relationships.
- To promote that positive behaviour is an aspiration for all.

Purpose of the policy

To provide simple, practical procedures for staff and learners that:

- Recognise expected behaviour
- Reinforce positive behaviour
- Promote self-esteem, self-regulation and self-discipline
- Teach and reinforce appropriate behaviour through positive interactions

Our 'Behaviour Blueprint' underpins this policy (Appendix 1)

Our Learning Community

To ensure success for all, we have in place a range of strategies to support pupils, develop positive relationships and refocus on learning, such as:

- Traffic lights

- Assemblies
- Verbal warnings
- Timers
- Social stories
- Programmes/Interventions e.g. Volcano in my tummy

These strategies are bespoke to support individual children when needed to support them in gaining the skills and strategies to self-regulate and self-discipline.

At Upton Westlea Primary School we encourage pupils to make good learning and good behaviour choices throughout the school day and make it clear that poor choices have consequences. High expectations of staff and pupils make positive contributions to learning across the school. Relentless routines will be applied in classes and throughout school to make expectations clear to learners.

Rules and Values

Be Ready
Be Respectful
Be Safe

These are the rules and values that we expect children, parents, staff and governors to follow and demonstrate always.

Be Ready - show readiness to learn e.g. sitting, looking at an adult, listening, having the correct equipment e.g. PE kit, pencils, books etc.

Be Respectful - respect from adults even in the face of disrespectful learners, listening, keeping hands and feet to themselves, showing an awareness of others, respecting views / opinions of others, respecting school property

Be Safe - looking after themselves and each other in the school environment (inside and outside), showing an understanding of rules to keep safe.

Consistent Adult Behaviours

There are three consistent adult behaviours that all staff will uphold in school.

All adults at Upton Westlea will:

- **Be Calm** - adults will calmly and slowly deal with disruptive learners. Simple and clear expectations reflected in all conversations about behaviour.
- **Be Positive** - positive reinforcement - routine procedures for reinforcing, encouraging and celebrating appropriate behaviours
- **Be Empathetic** - follow up every time personally and engage in reflective dialogue with pupils, emotional restraint is modelled by staff

Adults will model positive behaviours, they will actively greet all learners as they enter the learning area whether that's the school playground, building or classroom. When needed staff adopt de-escalation strategies such as:

- Humour
- Verbal advice and support
- Firm and clear directions
- Negotiation
- Limited choices
- Distraction
- Diversion
- Reassurance
- Planned ignoring
- Contingent touch
- Calm talking
- Calm stance
- Patience
- Withdrawal offered
- Withdrawal directed
- Swap adult
- Reminders about consequences
- Success reminders

Upton Westlea's Behaviour Policy is underpinned by effective inclusion of the pupil in daily high-quality teaching i.e. adaptive activities that meets the needs of all individuals. As staff, we all understand that children can communicate through their behaviours. It is essential that behaviour is addressed in the moment by the adult witnessing the school rules not being met or let the pupil self-regulate or co-regulate first before any interaction regarding the incident is talked about/rationalised, if the child has escalated into a point of crisis.

Rewards and Acknowledgements

In lessons, teachers will reward good behaviour, excellent work in books and hard work with 'Dojos'. All adults can reward the children for showing the values and following the rules with 'Dojos'. Individual reward systems will be put in place for specific pupils or classes who need instantaneous rewards/shorter time to reach a set amount e.g. the Dojo's rewards are too far away (behaviour input differentiation).

When a child has excelled in a lesson they may be sent to show their work to a member of the SLT - who will reward them with stickers, certificates or 'dojos'. Celebration assembly will celebrate a 'Star of the Week' from each class voted for by the children - they will receive a bookmark. Every week one child from each class will be celebrated in the Achievement Book - this book is displayed in the entrance for all parents to see and an email is sent to parents to share their child's achievement. A reader, writer, mathematician, Times Table Rock Star achiever, handwriter of the week, Science award and SCARF award from each class will be chosen each week too. Half termly awards for attendance and weekly Head teacher awards.

'Dojos'

Children will receive dojo awards for good work, positive behaviours, upholding the school values and following the school rules.

A 'Dojo Champion' from each class receives a certificate and a reward of a trip e.g. to the local park at the end of each half term.

Children's 'dojos' are recorded and each half term the children can spend their 'dojos' in the School's Dojo Shop. Prizes start from 50 dojos. Children can choose an individual prize or can save up their dojos to choose a treat. The Dojo shop is open at the end of each half term and will be run by the Behaviour Champions.

Staff will send positive notes and make positive phone calls home.

In some instances, particularly in EYFS stickers and sticker charts will be used.

Each class underpins their own class rules on our school rules - Ready, Respectful and Safe.

EYFS Behaviour

Within the EYFS classes the following rewards and practises are embedded:

Nursery class:

- Children have sticker cards with a dip in the box received for a completed sticker card.
- Class Dojo's are implemented during the Summer term.
- Stickers and other rewards are also used for immediate rewards
- Use of purposeful praise and verbal communication.
- Listening Leopard (Lola) is used to reinforce class rules - good listening, good sitting and good looking.
- Visuals of good listening, good sitting and good looking are used.
- Transition visuals and songs are used for transitions between activities along with a strong routine.

Reception class:

- Dojos are given for following class and whole school rules and for good effort with their work.
- Dojos are totalled at the end of each week and a winner is chosen and they receive a 'dip in the box'.
- Stickers and other rewards are also used for immediate rewards
- Use of purposeful praise and verbal communication.
- Two stars of the day are picked daily who show they are following the rules well.
- Listening bear is used to reinforce class rules - good listening, good sitting and good looking.
- Visuals of good listening, good sitting and good looking are used.
- Transition visuals and songs are used for transitions between activities along with a strong routine.
- SCARF award at the end of each SCARF lesson.
- During the Summer Term, if appropriate, children begin attending whole school assemblies and participate in whole school achievements such as 'Achiever of the week'.

Consequences and Sanctions

Engagement with learning is always the primary aim at Upton Westlea. For the vast majority of learners a gentle reminder is all that is needed. Care and consideration is given when deciding on the steps staff at Upton Westlea will take when dealing with behaviours. Consequences and sanctions at Upton Westlea have a learning focus, build relationships and encourage children to take responsibility. Restorative approaches are encouraged and supported. If the children are not following the school rules the consequences are:

Tracking Numbers	Consequences
1	Warning is given to the child
2	Miss 5 minutes of playtime or walk around with a member of staff on the yard.
3	Miss all of their playtime.
4	Letter or phone call home from the class teacher.
5	Appointment between SLT, parents and child.

Children may be asked to complete a behaviour reflection sheet or have a restorative chat with an adult.

Restorative conversations (Appendix 3) are a core part of repairing relationships between staff and learners and enables the validation of the child's emotions. Conversations will take the following structure:

- What happened? What did you do?
- What were you thinking at the time? How do you feel now?
- How did this make people feel?
- Who has been affected?
- How have they been affected?
- What should we do to put it right?
- How can we do things differently in the future?

Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger or a raised voice.

Secondary behaviours will generally be tactically ignored at the time they are displayed but will be discussed with the pupil when they have regulated their emotions.

Pupils who repeatedly display low level inappropriate behaviour during the week will be identified through the tracker and will be spoken to by the class teacher or a member of the SLT.

All children will receive a 'Ball pass' at the start of the academic year. If a child does not follow the rules while playing football, basketball or any ball game the child will lose their pass and will have to earn it back. To earn back their pass, the child will need to complete three helpful tasks for staff.

A 'behaviour tracking' sheet will be held in each classroom - this will be given to the Headteacher at the end of each week - this allows SLT and Governors to monitor and track behaviours. Pupils will receive an immediate consequence for going on the tracking sheet normally in the form of missing certain minutes of playtime / lunchtime. If a child reaches 4 or 5 on the tracking sheet during the week (in addition to the above restorative approaches) they will lose 15 minutes of their Golden time on a Friday.

School events, school trips / residential and school clubs

As a school, every reasonable and proportionate adjustments will be taken to ensure the safety and well-being of all children and staff to attend trips and residential. Staff complete full risk assessments and when required individual risk assessments to enable barriers to be reduced or mitigated. The school reserves the right to withdraw the offer of a place on a trip, residential, club or event should a pupil's behaviour giving cause for concern over their ability to participate in a responsible and acceptable manner. The school also reserves the right to withdraw the offer of the place on a trip, residential, club or event if there are concerns in regard to health and safety due to the pupil's behaviour.

Fixed Term and Permanent Suspensions

We will endeavour to avoid suspensions from school wherever possible. A decision to suspend a pupil for a fixed period is taken only in response to very serious breaches of the school's rules or where the behaviour of the child means that it is not safe for them or for staff for them to remain in school at the same time. The Headteacher or the most senior member of staff in their absence will take the decision to suspend a pupil and will also decide upon the length of the suspension and whether it is to be fixed term or permanent. A re-integration meeting will be arranged with the pupil and their parents on the morning of their return to school.

Parental Involvement

Parents will be involved at the earliest possible stage following on from normal school procedures and particularly if problems are persistent or recurring. Parents will be invited in for regular meetings and records will be kept on C-POMs.

Dealing with Significantly Challenging Behaviour (including children with EHCP)

Any significantly challenging behaviour needs to be handled carefully and with compassion. Children who behave in a frightened way, refuse, use inappropriate language or act in ways which are disruptive to the learning of other children usually have pressures in their lives which cause these behaviours. As staff we need to be understanding of these, but still need to deal with 'unacceptable behaviour' appropriately and consistently.

Every effort should be made to contain these types of behaviours by using class sanctions and giving children reasonable amounts of 'take up' time. Should behaviours persist or escalate to a level which can impact on the well-being and learning time of others, the following procedures should be employed:-

- Initially support should be sought from another member of staff. The additional member of staff should support with dealing with behaviours rather than 'take over'. Often it is best for the supporting member of staff not to say anything directly to the child initially.
- If there is no improvement in the behaviours, the child should be removed from the situation using verbal commands / requests only.
- If this is not possible, it may be necessary to guide a child from the situation (See Positive Handling Policy). In order for this to take place at least one member of 'Team Teach' trained staff should be called for (it is always preferable to have 2 trained members wherever possible). A list of all staff is held at the back of the Positive Handling Policy.
- The 'Team Teach' trained member of staff will assume authority for the removal of the child.
- In most cases pupils can be 'guided' away from the situation to a quiet place. However, when this is not possible it may be necessary for staff to resort to the use of the 'Team Teach' techniques.
- Any 'Team Teach' restraint must be recorded in the appropriate bound and numbered book (held in the Headteacher's office).
- Support from the SLT may be sought and it may be appropriate for the pupil to be guided to the nurture room / sensory room for short periods of time in order to have a 'quiet place' to self-regulate.

- For identified children, risk assessments will be put in place.
- Multi-agency approach will be used when appropriate.

Use of restraint techniques

Staff may use DFE guidance when there is:

- an immediate threat to the child's personal safety
- an immediate threat to the safety of another person
- an immediate threat to property which could then cause a danger to the child or others (e.g. breaking of glass, electrical items)

In very rare instances when a child becomes extremely physical towards an adult, they should be guided to the nurture room which will provide a quiet environment for both adults and pupils.

If the child continues to show inappropriate behaviour, then their parents will be called and SEND procedures will be followed.

Children leaving school premises

Should a child leave school premises by any means, adults should in the first instance alert the school office and then if possible observe the child from the school grounds. If the child remains stationary outside of the school and it is possible to engage with the child, then attempts should be made to encourage the child to return to school. If the child moves away from school, adults should not, under any circumstances, follow the child but should remain on school property. The police and parent/carer should be called to report the child has absconded. Risk assessment plans should be revised as necessary and a full report detailing the events prior to child absconding should be completed and forwarded to the Headteacher.

If it is considered that there is a high risk of repeat behaviour it may be necessary to consider suspensions on the grounds of managing the child's future safety.

Reviewed	September 2025
Next Review	September 2027

Appendix 1 - Behaviour Blueprint

Consistent Adult Behaviours

- Be Calm
- Be Positive
- Be Empathetic

3 Rules

- Be Ready
- Be Respectful
- Be Safe

School's Value Message

At Upton Westlea we will provide every child with a safe and healthy environment in which to learn and develop the skills they need to be effective future citizens.

Stepped Sanctions

Tracking Numbers	Consequences
1	Warning is given to the child
2	Miss 5 minutes of playtime or walk around with a member of staff on the yard.
3	Miss all of their playtime.
4	Letter or phone call home from the class teacher.
5	Appointment with SLT with parents and child.

Ball Passes

All children will receive a 'Ball pass' at the start of the academic year. If a child does not follow the rules while playing football, basketball or any ball game the child will lose their pass and will have to earn it back. To earn back their pass, the child will need to complete three helpful tasks for staff.

Microscript

1. Remind:
"Our school rules are..."
2. Warning:
"I noticed you are ..."
"I need to see you..."
"I expect ..."
3. Tracking sheet:
"You need to understand that every choice has consequences. You have chosen to ... If you now chose to do the right thing that would be fantastic. If you choose to Then this will happen.... Do you remember last week when you...? That is who I need to see today. I will leave you to make your decision.

Restorative Questions

- What happened? What did you do?
- What were you thinking at the time?
How do you feel now?
- How did this make people feel?
- Who has been affected?
- How have they been affected?
- What should we do to put it right?
- How can we do things differently in the future?

Appendix 2 - Scripts

Remind:

"Our school rules are..."

Warning:

"I noticed you are ..."

"I need to see you..."

"I expect ..."

Tracking Sheet:

"You need to understand that every choice has consequences. You have chosen to ... If you now chose to do the right thing that would be fantastic. If you choose to Then this will happen.... Do you remember last week when you...? That is who I need to see today. I will leave you to make your decision."

Appendix 3

Restorative meeting questions:

1. What happened, what did you do?
It is important to listen carefully and dispassionately to the child's account without interrupting or disagreeing. It is equally important to give your account from your perspective without judgement.
2. What were you thinking at the time?
This reflection helps the pupil to reconsider their actions and replay their thought processes.
3. What have you thought since?
Many doors are opened through this question that might allow the pupil a change of attitude, a shift in explanation or even the possibility of an apology.
4. How did this make people feel?
The child might have been unaware of how other people reacted to their behaviour. The link with the next question is clear. We want to make sure that the child has the opportunity to consider others. To think about the impact of their behaviour on classmates who were worried by their anger, visitors who were shocked or younger children who were scared.
5. Who has been affected?
Often the first response to 'Who has been affected?' is simply 'Me, I got sent out, I am missing my break'. It is only with some gentle encouragement that the child can see the bigger picture; you are teaching them to use their conscience. At the end of this section of the meeting ask the learner to list the people who have been impacted before considering the next question, perhaps remarking, 'That's quite a lot of people who have been affected, isn't it?'
6. How have they been affected?
The 5-year-old who pushes in at the front of the dinner queue without any regard for the 29 children who are patiently waiting in line is taught that their behaviour can have an impact on others. Teachers in the early years of schooling spend a great deal of time showing children how their behaviour affects others. They are deliberately encouraging the child to have empathy with other people.
7. What should we do to put things right?

For many adults this is the moment to sit back and wait for an apology to be offered. In many restorative meetings this question can up the ante. Run badly the meeting can seem like a build up to it, so it is important that an apology is not demanded. There may be other ways to put things right. Even if an apology is the obvious 'correct' step from the adult's perspective, resist the urge to guide the conversation that way. Every parent knows that a forced apology is worthless. It might take the child time to reach this point.

8. How can we do things differently in the future?

A little bit of forward thinking and/or visualisation is not a bad thing. It is likely that the child will meet similar situations and frustrations in the coming days. Some prior planning will help them to recognise when.....